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# MINNESOTA LIBRARIES



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DEPARTMENT OF EDUCATION  
STATE OF MINNESOTA  
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# MINNESOTA LIBRARIES

Volume XIV

SEPTEMBER, 1943

Number 3

## *On The Retirement of Frank K. Walter*

Mr. Walter is distinguished for his versatility. He is not only a great librarian, but also a resourceful gardener. If, unhappily, he must retire as a librarian, it is pleasant to think that, like the fruit-grower in Voltaire's *Candide*, he will go on cultivating his garden.

It is no ordinary garden. In imagination I see Mr. Walter hard at work in it during his retirement — hoeing the bibliographies, weeding the periodicals, cultivating the manuscripts, spading the bed of printing and book-making, pruning the incunabula, spraying the fast-growing plants of humor and wit, and planting bons mots and repartee so that he will never lack fresh and green rows. I see him tending the mutilated plants — the plants with leaves torn out — and even growing a bed of statistics (a very small bed, however).

The garden will keep him busy, but finally, even with his zest and energy, he will grow weary of cultivating it, and then his agile mind will recall Thomas à Kempis, and he will say to himself, "Everywhere I have sought rest and found it not except sitting apart in a nook with a little book."

And so he will go *in angello cum libello*, and he will think of all the nooks and books he has known and handled and organized and arranged in what he himself has called the "armory of civilization" — the library.

And then his eyes will half close and a panorama of twenty-two years as librarian of the University of Minnesota will pass before his memory.

As the authentic Mr. Walter, he naturally will call up from the vast archives of his mind some suitable quotations and allusions. He will remember Alonso's remark as recorded by Mr. W. Shakespeare and murmur to himself, "How sharp the point of this remembrance is!"

Perhaps, with a wry smile, he will recall the title of an essay that he himself once published in the *University Library School Alumni Notes and News*: "How to be Happy though an Unemployed Library School Graduate."

After the allusions have trooped across his mind, some in Latin, some possibly in Pennsylvania Dutch, he will settle down to the business of remembering. I think some ten pictures might flash across his memory.

*First*: the picture of how as Librarian at Minnesota he organized into a correlated general system an essentially uncorrelated scheme of things — and made it work.

*Second*: how he led a great library through two decades and saw its collection of books quadruple in size, to be one of the most notable university libraries in America.

*Third*: how he engineered the moving of the university library into its new, commodious, modern building.

*Fourth*: how he launched a library school whose graduates through the years have carried professional ideals and sound training into library service in hundreds of communities.

*Fifth*: how he led in the development of a great library research center, a book laboratory of creative scholarship, and how innumerable scholars were influenced by the breadth of his interest, the acuteness of his knowledge, and by his kindly aid.

*Sixth*: how he nurtured a periodical collection that has become one of the priceless possessions of the university.

*Seventh*: how, in building a great library, he insisted upon the actualities of acquisition and service and not the formalities of statistics.

*Eighth:* how, by his rare combination of qualities, he enlisted the co-operation and aid of all the faculty.

*Ninth:* how, sitting at the center of the library web, he was interested in its every filament; concerned about the welfare of other libraries, college and municipal and private; active in professional associations of region and country; always mindful of the true purposes of a university "founded in the faith that men are ennobled by understanding, dedicated to the advancement of learning and the search for truth, devoted to the instruction of youth and the welfare of the state."

*Tenth:* I fancy that he would think of this banquet and the speaker who promised ten points—and his own thoughts would range to ten times ten items. And then he would recall the words of Prospero: "'Tis time I should inform thee farther. Lend thy hand, and pluck my magic garment from me. . . . Sit down, for thou must now know farther."

I hear that garden voice, Mr. Prospero Walter, and I shall sit down. Heaven and you know I need to be informed farther, but I shall not sit down until I have said yet another thing: As a colleague of Frank Walter, as a teacher, and as chairman of the University library committee, I have found it a delight to serve with a great librarian who is a gentleman and scholar, a humanist, a lover of true learning, a man of a resourceful, flexible, witty mind that is worthy of the high tradition of learning and wisdom and books that the institution over which he presides symbolizes in our culture.—*Theodore C. Blegen, Dean, Graduate School, University of Minnesota.*

### *Laudabilis et Quidem Egregie*

There always was an air of clear thought and wholesome balance about the Twin Cities. The University of Minnesota reflected this spirit. Old Mr. Pillsbury sounded the note by his very concentration of benevolent humanity. Northrop and Burton organized its aims and methods. Burton ought to have been President of the United States. East and West met happily in the faculties they assembled: Puritan and Quaker influences combined with modern philosophies, and a wholesome Anglo-American restraint kept chaos and extremes from the campus. Scandinavian calmness entered into this distinctly Northwestern synthesis, which still goes well with a pioneer reverence in spirit and mind. The influence is tonic.

In 1874, when Frank Keller Walter was born, much of Minnesota still was unexplored and unsettled. Its magnificent republic grew and was organized while he qualified as a teacher at the Normal School in West Chester (Pa.), a place of literary fame among the knowing. Haverford turned him into an M.A. in 1900, but then Walter gravitated into the macrocosm of New York and became a librarian. I believe he was born for this. Such librarians as he were born for our kind of service, even though the New York State Library School organized their abilities and gave them the outlook that confirmed their choice. Mr. Walter impresses me as having always bent upon the world that straight, direct glance by which we know him, as if he asked: What can I do for you?

The Library School refused to part with this young man; he served as its Vice-Director until 1919 and accepted the Minnesota University librarianship in 1921, then nationally known, a flock of grateful students bearing witness to his skill all over the country. Mr. Walter's predecessor in office, Mr. Gerould, had prepared the Minnesota soil with skill and ability, but we know that sometimes it is more difficult to continue than to begin. Mr. Walter, however, step by step, lifted the Library out of its initial academic modesty

to a central place on the Minneapolis campus. In addition, he continued his teaching, and another succession of students grew along his path.

Mr. Walter's excellent method in all that he undertakes qualified him eminently as a teacher and as an administrator. He speaks well; his outlook always is constructive, his personal fund of knowledge deep and penetrating. He belongs to that class of general librarians about whom Dr. Putnam says that in spite of all specialization, they still remain necessary. This necessity depends upon a wide and kindly view of mankind and an abundant experience with books, not merely as a mass, but as individual factors in education.

This combination of personal qualifications in time won recognition for our friend in many places. Mr. Walter has served as a lecturer in several of our library schools, and his presence at library conventions always indicated life and action. The A.L.A. recognized him on its council and afterwards on its executive board as well as on its editorial committee. He served as President of the Association of College and Research Libraries in 1939 to 1940. We have read his papers here and there for many years. Probably his most lasting contribution is the work, *Bibliography: Practical, Enumerative, Historical*, which was accomplished (1928) in collaboration with that other great and good man Henry VanHoesen. This work deserves a new edition.

The University of Minnesota, on its part, deserves a new edition of Mr. Walter himself. And Frank Keller Walter, for himself, has earned a period of rest, punctuated by the visible evidence of admiration and gratitude from everybody upon whom he ever bent his straight glance and his winning smile. Let us hope that he now will find time to analyze our American humor, the literature of which he has assembled under his hand for many years. His contemporaries and his students all are aware that he never will retire from that seat on our little parnassus which he fills with that natural dignity by which we know him.—J. Christian Bay, Librarian, John Crerar Library, Chicago.

### A Pledge

Librarians, trustees, and friends of libraries in this District Institute on the War and post-war plans under the auspices of the American Library Association and the Carnegie Peace Foundation pledge ourselves to do our part in underwriting the Victory of this war and the Victory of peace by taking individual and cooperative responsibility:

1. To build a public opinion that will sustain constructive American foreign policy. This we must do while we fight the war.
2. To interrelate the elements of culture in our communities from native and foreign sources to make for better mutual understanding both in Minnesota itself as a part of the United States and the world at large.
3. To make for a wider and more serious use of existing library facilities by the greatest number of people.
4. To see that library services and resources are extended, developed and improved. There must be no areas without adequate library service.
5. To free librarians from restrictions that prevent them from taking responsible leadership in the activities of their communities. They will render an account of their freedom by constantly striving to bring "the best to the most"—freedom begets responsibility.

Librarians, Trustees and Friends of Libraries TOGETHER share the vital responsibility of making our American Libraries great arsenals for peace.—Resolutions adopted by the Range District Institute Meeting at Hibbing.



# Some Competitors of the Library

FRANK K. WALTER

In his deep disillusionment, King Solomon, the reputed author of Ecclesiastes, said, "The thing that hath been, it is that which shall be; and that which is done is that which shall be done; and there is no new thing under the sun."

There are some librarians who seem to agree with him. This is often not so much because of discontent with monotony as of content with conditions they consider inherently permanent. There have been libraries for thousands of years. Their methods have remained essentially the same. Therefore, think these placid ones, libraries will continue to go on with the momentum of ages behind them.

If Solomon could have had even a faint notion of the speeding-up processes through which society has been and is going in the past few decades, he would have made his statement at least with reservations. As the medieval Latin proverb asserts, "The times change and we change with them." There are fortunately basic elements in society which are behind the fairly steady general progress of humanity. Again quoting Solomon, "One generation passeth away, and another generation cometh, but the earth abideth forever." This is literally true, but the face of the earth has changed and the people who inhabit or infest it (according to their ideologies) behave differently from their ancestors even if they are moved by the same basic emotions and biological reflexes.

Libraries are in similar case. Their purpose is the same as always: to preserve the records of man for the use of man. They have always been needed and perhaps always will be as long as man remains literate. Nevertheless, if they are to progress with society or even to retain their place in society, they must meet social change by changes in themselves.

It has taken thousands of years to develop a reading public of even the rather unsatisfactory present proportions. The library has always competed with ignorance, illiteracy and rival attractions for the leisure time of

those for whom reading has not been a professional necessity. War, religious exercises, and sport were for ages more than equal substitutes for the books.

The library of the mid-twentieth century has extended its influence over fields undreamed of by its forerunners. Part of this was through merit, part due to changed conditions. Literacy has immeasurably increased. Democratic ideas of education have given rise to free libraries at public expense instead of merely those confined in their support to private benevolence. The church is now an earnest ally, and daily vocations are aided by library services. Even the relaxations of sport at times form somewhat elusive alliances with the library. We have for the most part come to realize the futility of aggressive war. Modern libraries, large and small, have gained a large measure of popular support, and there is some excuse for reconsidering their place in society permanently won.

This, however, is wishful thinking rather than dependable conclusion. Old competitors have become partial allies, but new ones have taken their place. An increasingly complex society, if not a consistently advancing world state of civilization, have made revised methods in every social activity necessary even for survival.

It is always unsatisfactory to draw broad general conclusions from incomplete and partially interpreted data. Until some more satisfactory tests for quality of work and influence are devised and employed, it will be impossible to tell how far the library has kept pace with similar social organizations. The wide spread of libraries and their persistence with inadequate support certainly show a measure of public confidence. The inadequacy of this support and the relatively small part of the population which really use libraries extensively make one question whether the public confidence is not sometimes one of indifference and not of positive satisfaction from needs and desires the library supplies.

Even before the outbreak of the present war, non-library activities were taking heavy

toll of time not only which could be but which probably would have been devoted to reading under conditions of varied personal recreation.

The full social significance of the low-priced automobile is not yet fully realized. It made a sharper division between social eras than the invention of gunpowder or the advent of the steamboat and steam locomotive for its use spread more quickly than any of these three inventions. It had quicker effects than the invention of printing for it spread more rapidly over wider territory and affected more people directly in their personal living. It had its effects, good and bad, on the library. It extended the range of personal travel and measured it by time (and gas) consumed instead of by miles. It multiplied the chance of personal glimpses of states and continents instead of short local trips or travel by rigidly fixed routes of railway or steamer — and it was much cheaper than either. This led to increased demand for books of travel and description, history and fiction connected with places visited, and some popular science. The book wagon carried the library to persons and places untouched by the older library service. Librarians looked with complacency on growing figures of circulation but often failed to consider that the automobile is no place for reading and that automobiles cut down possible reading time for many who in earlier days did read when there was no nearby attraction which could easily be reached by horse and buggy. Gas regulations have checked joy-riding and also, for many, easy access to libraries. It is too early to decide whether this has been followed by a measurable increase in reading. It is practically certain the library must furnish counter-attractions if it is to gain or hold lost or unoccupied ground when peace prevails and automobiles again multiply.

The radio is an even more serious competitor. It has an adaptability exceeding even that of the automobile for it can be used in an automobile when reading would be impossible. It frees the eyes from strain. It can be switched from music or educational program to news commentator or soap opera with less effort than it takes to get a

book from a shelf. Its allotments of time are too short to encourage much difficult thinking. No wonder it is encroaching on reading time of all classes from followers of Town Meeting and the Chicago Round Table or the symphony concert to devotees of Ma Perkins or Little Orphan Annie.

The educational possibilities of the radio are great and it is a logical ally of the library. Its hearers have much the same general tastes as the library's patrons. Most of them want to be amused. Some want to be informed. A few follow the professedly educational programs. The library should follow these trends and, as far as it can, supply books and pamphlets of similar grade of the best quality its readers will use.

In ancient times, public sports took much of the leisure time of those who could not read. Juvenal declared that in his day "The people eagerly desire only two things, bread and the circus." The space given in modern newspapers to sports; the crowds that jam the bleachers of athletic fields; and the community athletic fields and golf courses in many places which think themselves too poor to support a good library show that this ancient competitor for interest and time is still active. The doctrine that a sound mind in a sound body is what men should pray for is as good today as in ancient times, but the library must work hard to maintain its supremacy in its cultivation of the sound mind by furnishing wholesome reading the much-cited red-blooded man and woman will read.

Even in its own field of the printed word, the library has a serious competitor in the magazines and newspapers purchased for personal use. The day of leisurely reading of large octavos and three-volume novels has gone. There have been a few recent exceptions, like *Anthony Adverse* and *Gone with the Wind*. Both are now little read and are rapidly being forgotten, and there seems little probability that many others of equal length will succeed as well. Biography, some history, travel and personal narratives will be read, if not too long and if written in popular style. But even these are little read when compared with the myriad newspapers and magazines, good, bad and indifferent,

which people buy. Even more widely bought and read are the digest magazines which condense the short magazine articles into still smaller capsules. These, like the magazines on which they feed, range from very good to atrocious. They are significant in showing that much of the public which reads at all does not seriously exert itself in its reading. The picture magazine still further reduces mental effort and sells by the million. The library should not and need not furnish trash, but it should be on the lookout for books which are easy to read, which at least approach the magazine approach to popular taste, if it would gain a firmer foothold in this broad field of reading now largely outside the library's influence.

The rapid expansion of mechanized trades both in prewar and war times has made it necessary as well as helpful for the worker in almost every trade and industry to keep abreast of his fellow workmen and his trade by the use of shop manuals and trade magazines as well as by actual shop work. Even the smaller libraries have done much here. Any practicable increase not interfering with others' library rights is desirable. The public library started as a reference library and then became a vocational library in the wide sense. Over a long period and in conformance with popular taste and demand it has in most cases become largely cultural and recreational in its service. Return to its informational and vocational service without undue sacrifice of its cultural and recreational features is a fruitful way of holding its own against competitors. The inveterate magazine reader often cannot be persuaded to abandon the periodical for books. There is usually no reason to attempt to make him do so. The librarian would not be successful if she tried. The periodical is a legitimate as well as popular type of reading. The alert librarian will supply the best practicable periodicals as far as her resources permit and as far as local interests suggest. Her reward may be many readers who do not want books.

Well-selected auxiliary material, such as pamphlets, trade catalogs and the like, will give the library an air of reality and of recognition of current matters which will go far

to dispel the erroneous idea, too often held, that the public library is a harmless but expensive rendezvous for emotional women and children and futile men. If these *are* its only public, it is not a good library; but the criticism is seldom true.

There has certainly been an increase in recognition of the value of beauty as well as of other values in a book. Scanty library funds often keep books on library shelves long after they should have been honorably retired as physical casualties. There may be noble sentiments and helpful advice in a dirty book, soiled and with loosened covers, but no person of good taste and cleanly habits will borrow such a book unless because of special interest and because no better copy could be had. Dirty and worn library books have much the same appeal as greasy, thumb-marked dishes in a public eating house.

The library building, its equipment and its location are important. Business houses have learned that all three are needed to attract customers. The cost of store house-keeping is an important part of a store budget. Factories, too, have learned that cleanliness, light and air are needed for maximum output. Churches have found that there is a definite relation between comfort, art appeal and church attendance. The library must attract its customers by the same means. It is possible to mistake the means for the end and to spend extravagantly on buildings and equipment money much more needed for books and service. This does not remove the need of attractiveness and comfort in the library. Modern library buildings, even of small size, and their equipment are generally much better in these respects than they used to be and at relatively little additional cost. There is still needed reform in many of the older types of buildings.

Naturally all of these things require money and planning. The three largest public libraries of Minnesota (Minneapolis, St. Paul and Duluth), with larger budgets and larger staffs, can undertake many activities which at best can be carried on only in a small way if at all in smaller places. There are many medium-sized libraries throughout the state



which are doing similar community services effectively on a smaller scale to meet the smaller populations of their respective cities.

Even the small library with a meeting room can become a social and educational center for groups interested in helpful social movements. If the public rooms of the local high school furnish better accommodations, as they often do, the public library can at least supplement the discussion and social group meetings by furnishing any reading matter it has in their fields of special interest by providing what space it has for simple exhibits of handicraft, art objects and in other ways of direct value to the groups concerned. It can and should become an ally of the local schools, the local church and fraternal societies and clubs as far as its resources and the cooperation it can get from these various groups permit. The scriptural injunction to become all things to all men that one might by all means save some is as good procedure for the library as in religion. Naturally Paul did and the right kind of librarian would keep the practice within legitimate limits.

Whether we like it or not, the day of extensive individual and institutional isolation is definitely over. The extension of the library field has increased the demands upon it with no comparable increase in tangible assets. The library which has enough money and helps to conduct it just as its public and its staff desire is either so highly specialized as to be of service only to a limited group or its service to a larger group is so limited that it is not living up to its full possibility. The fully contented librarian is a professional misfit. The effective librarian is pleased with any improvement in the usefulness of her library but she is always anxious for increased usefulness.

The contracting limits of individual and local self-determination have made coordination of one's own work and cooperation with others necessary for personal, economic or institutional survival. The constant use of the words coordination and cooperation has made them hackneyed, but what they stand for is inescapable. The competitors of the library compete sharply with each other, but they are astute enough to pool their

resources when beneficial. There is compulsory cooperation in the allotment of radio time. Local stations belong to centralized chains. The Automobile Chamber of Commerce makes individual patents of its members available, on payment of suitable royalties, to all of them. The American Press Association and the United News Service make it possible for all their members to get an amount and variety of news impossible to any one of them acting alone. The list of trade and professional associations, trade unions and institutional and educational groups, local, regional, national and (in times of global sanity) international is practically endless. Many of these are not combined for mere altruism but are leagues for common defense.

The individual library must also learn better the need of real cooperation. Remarkable progress has been effected by existing library associations. Unfortunately, the smaller library with the more limited resources and the greatest need of utilizing them to the fullest extent is often the last to join these cooperative groups. It is also unfortunate that the very laudable trend toward statistical methods in social study and research often results in more attention to the larger institutions or to verifying rather generally accepted conclusions than to the needs of the most numerous and the most professionally underprivileged class — the smaller public library. Some of this emphasis is quite defensible. Some of it comes from imperfect knowledge of the smaller libraries' needs. Some of it comes from limited educational and professional backgrounds and inadequate professional attitude on the part of the librarians themselves. If they and their libraries are to persist, these librarians must realize that they are faced with one of the most difficult of all the special problems in the library field.

Every field of cooperation must be used wisely. It is legitimate library work to assist through books and other material any worthy social activity. It is proper for the library staff to become officially associated with any social agency which is not partisan, sectarian or subversive and which may professionally aid them. If other sponsors are

lacking, the library may initiate such activities as can be logically connected with the work of the library.

Outside the library community, one of the most obvious and better means of cooperation is through inter-library loans and other inter-library services. The advisory, reference and loan services of the LIBRARY DIVISION of the State Education Department should be used extensively. If they are unavoidably inadequate, the librarians and library boards should aid any legitimate effort to have funds for this democratic state-wide service increased. The promotion of regional libraries deserves more support than it has sometimes received for such libraries make increase of the library service possible in greater degree and at less cost. Minnesota has just barely begun to develop this resource. Special help of advanced or research character can usually be obtained from the University of Minnesota, the Minnesota Historical Society and other special libraries in the state. The special rules for such help should be learned before requesting the loans.

It should be remembered that real cooperation works both ways. It means giving as well as getting. It means mutual help by neighboring libraries as well as demands on larger, more distant ones. It means willingness to bear at least a fair proportion of the service costs. It takes time and money to verify requests which are inaccurate or incomplete, and transportation is a direct expense. The borrower should not expect to pass on the expense to the lender. That is bad business as well as bad library ethics. If material requested is not available for lending and the need for it is real, the cost of copying or getting photostats must be met by the borrowing library. Of course, com-

mon social ethics require the borrower to keep faith in returning borrowed material promptly and to refund any expense due to loss or undue damage to borrowed matter. In the case of the library's competing agencies, the customer eventually pays or shares the cost of special service, whether he knows it or not. In its own interests as well as for fair play, the library should do the same.

In a surprisingly large number of cases, the community does not know its own library intimately. Book backs on open shelves give a general impression, but more detailed information about what is between the covers is needed. The smallest store in the smallest town needs a show window. If at all enterprising, it advertises in the local paper or by showcards, dodgers and the like. It must get the customer to come to the store to see what is on its open shelves. It cannot make blind sales of unknown stock.

Many national advertisers are increasing their advertising, even though they have few or no goods for civilian purchase now. They realize that they must keep interest alive until goods for peace-time use can again be offered for sale. The library should and must learn from them to make and keep its service known.

The public libraries of Minnesota have as a whole a very creditable record. That record alone will not save them. They must meet the methods of their successful rivals with similar methods and by equivalent appeals. They must make their public aware of what the library can do for them. They must be ready to provide the books and services they advertise. To the best of their ability, they must see that the best available book gets to the right person at the right time with as little unnecessary trouble and expense as possible.



# A Public Library in Wartime

FRANCES M. KLUNE

*Librarian, Chisholm Public Library*

On Monday, December 8, 1941, the Chisholm Public Library, like hundreds of others, opened its doors, but not to business as usual. "Where is Pearl Harbor?" "Can the United States be bombed?" Have you "Valor of Ignorance"? The public was at its door with new questions, new demands, new interests, new needs. The war was on.

On December 19th, the President called on every library to make itself a War Information Center. The Chisholm Public Library became such a center and received pertinent material from the U. S. Office of War Information "to help the American people adjust themselves to the crisis, to give them the fullest possible understanding of what this war is about. . . ." The emphasis was upon dispensing organized information rather than on lending reading material.

## WARTIME INFORMATION

### *Civilian Defense Council*

For instance, the library was of great service to the local Civilian Defense Council in its initial stages of organization. When the chairman was faced with the bewildering task of organizing the local set-up, he turned to the Library. "Have you anything on civilian defense and air raids?" he asked. "I don't have much to work with." Fortunately the Library had just received government publications on the subject. He took 30 pamphlets and this material helped him to organize the local defense unit.

To acquaint the members with the Library's wartime services and resources, the Civilian Defense Council was invited to hold its meeting in the Library clubrooms where all the material pertaining to the subject was on display. The material was loaned to them for as long a period as they had use for it.

In September, the local Defense Council designated the Library as the official War Information Center. The librarian was

appointed Chairman of the War History Committee and is a member of the council. She keeps the members informed of new material as it is received and makes it immediately available to key individuals.

The Publicity Chairman uses the War Information Center in writing her articles on the salvage drive, value of scrap metal, air raid precautions, etc., for newspaper publications.

The Chairman of the Community War Chest Fund turned to the Library when he needed information of the active clubs and organizations of the city. A local directory, listing the officers, frequency and purpose of the meetings, had been compiled the previous year. It was now brought up-to-date and loaned to him. Since then this directory has proved as indispensable as the telephone book and almost as much used by various civic and civilian defense officers.

### *The People*

Other citizens, too, learned that the Library had these special wartime services for them. At a mass meeting held at the community building the Library displayed a variety of pamphlets and posters on Civilian Defense.

The Auxiliary firemen came next day asking for material on incendiary bombs; the first aider wanted to know how to treat chemical casualties; housewives were interested in suitable materials for blackouts. Word was spread that "You can get information like that at the Public Library."

Since then the people have been asking how to prepare tin cans for salvage. Who will collect the scrap metal. What will a 25 cent stamp buy in war equipment. A boy scout, with two pounds of liquid mercury, wanted to know if the government had need of it, and where he should send it, and hundreds of similar questions.

### *The Defense Workers*

Besides Civilian Defense, information

"A Public Library in Wartime" is the title given by the editor to that portion of Miss Klune's Annual Report, 1942, which deals with the library's work in wartime.

most often requested is on Defense Training and employment on Defense jobs. Workers want to know where they may go to get training for war jobs. "I like to work with engines; what should I do to become an aircraft mechanic?"

"What opportunities are there in war and defense for an artist?"

"Where can I offer my dog for defense training?"

"Where is the government-sponsored course on radio given?"

A young lady wanted to know where she could take up machine shop.

Men and women interested in defense training find that the Library has a number of up-to-date books on technical subjects: welding, radio, and machine shop, pattern making, blue print reading, ship fitting, mechanical drawing and the operation of machine tools.

#### *The Enlistees*

To assist young people approaching the age for military and naval service, materials that will help them to know the activities of the various branches has been assembled and made quickly available. Young men planning to enlist can study this material at leisure and make a much more satisfactory choice in the Library than at a recruiting station.

They ask, "Where will I get the best training to fit me for life after the war? What courses of training are offered in the armed forces? What are the qualifications and duties of the Quartermaster Corps? Infantry? Engineering? Medical Corps? Parachutists? Signal Corps? Coast Guard? The Marines? What jobs does the Navy offer?"

A young business man wanted something on army tests for study so that he could qualify for the Officers Candidate School. *Practice for the Army Tests* and *How to Become an Army Officer* served his purpose.

Young women are interested in the qualifications for WAACS, WAVES, SPARS, and where to enlist. One desired to qualify for the Officers Training School and asked for material on their entrance examinations.

#### *The Folk Back Home*

Parents of soldiers use the Library too, or

send their children to get the information. "My brother is in the medical corps, and my Mother wants to know what he has to do," or "My brother is on a hospital ship. What is that?"

A Mother heard that her son is on the U.S.S. Whitney. Has the Library a description and a picture of the ship? Another said, "My son wrote that he doesn't want to be a '90-day wonder.' What does he mean?"

Newly married brides who wish to visit their soldier-husbands turn to the Library for information on the army camps. "Where is Camp Pickett? Fort Belvoir?" They are most interested in hotel and living accommodations in nearby towns. They also ask about the climate, so that they can take along appropriate clothing.

Many persons are vitally interested in distances and locations of the world battlefronts. How far is it from Dutch Harbor to Duluth, New York to Dakar. As the battlefronts shift, new countries and cities loom into prominence. Where is Tobruk, Trinidad, Aleutian Islands, Coral Sea, Burma, Papua, Raboul. Such questions are received many times a week and can be answered quickly by staff members from the many maps which are clipped from daily papers and kept on file.

Pamphlets numbering 1295 were gathered from many sources, and hurriedly organized into a unique wartime information file from which hundreds of "spot" questions can be answered quickly.

Many new users have come to the Library, not to borrow books, but to get specific information on their everyday problems.

#### *The Consumers*

The average citizen is gradually realizing that this is a total war and as such it is being fought in Libya and in Chisholm, in the foxholes of Bataan and on the Home Front, in one's own kitchen and in the neighbor's garage.

Mrs. America is very much interested in consumer problems. She is realizing that the better informed she is about goods and her needs the more wisely she will use what she has. The housewives turn to the books



and government pamphlets for information on study of prices and labels; planning nourishing meals in the face of growing shortages and rationing; recipes for meat substitutes and sugar saving recipes.

To keep the citizens informed on the problems of the Home Front, books, pamphlets, pictures and posters are taken to their place of meetings. Exhibits and displays are set up for them and booklists are made and distributed.

"TELL ME, PLEASE . . ."

But not all requests for information were about the war. There were hundreds of old stand-bys that are asked year after year; for instance, how to hang wallpaper, stain new wood, make a concrete basement, how to make corner cupboards and kitchen cabinets, and how to make a speech (which was asked 35 times during the year).

Other questions reflect the interest in Hobbies. Hunters and sportsmen want to know about guns and rifles, wing shooting, painting decoys, repairing guns, training dogs, etc.

Gardeners want to know something about Victory Gardens. How to grow asparagus. How to transplant evergreen trees. What soils are suitable for growing shrubs. How to landscape the grounds. How to eradicate dandelions or reseed the lawn. How to avoid cutworms in the garden.

How to obtain birth certificates is a popular question these days, since practically every person must have it for defense jobs or the armed forces.

An adult in evening school wanted to know the date that the Steamship Mauretania arrived in New York Harbor in 1908. She had to have it for her citizenship papers.

A mechanic was after safe methods to use in mending automobile gasoline tanks. Another wanted to know how to convert an automobile into a marine motor.

Of some 1247 questions asked at the Library, 943 were "spot" questions with answers found quickly in almanacs, encyclopedias, magazine index or the pamphlet file.

Sometimes questions are asked that cannot be answered so quickly and demand a little searching, as for instance, "Is Dodge

Telegraph and Radio Institute accredited, or what books were being read in 1902?"

Answers may be found anywhere, even in the waste basket, as was this request of a high school student who had to have a collection of form letters from various business houses for her school assignment.

DIVIDENDS — AND A FEW PATRONS WHO RECEIVED THEM

A farmer wanted something on the potato blight which was infecting his plants. The U. S. Department of Agriculture had just published a Farmers Bulletin on the subject which contained the exact information. The man saved his second field of potatoes.

A transient worker from Omaha, employed in Chisholm last summer, asked for an Omaha paper to verify his draft number. The Library doesn't subscribe to an Omaha paper, but the *New York Times* was suggested and in five minutes the patron found his draft number. He was grateful. The information saved him the price of a trip to Omaha as well as loss of time, both of which he could ill afford.

A breathless woman hurried into the Library and asked for information on "timing." Questioning revealed that her husband was in the midst of overhauling the car and was puzzled by that particular piece of mechanism. The books were later returned by the husband who gratefully informed the assistant that he had been saved a garage bill.

Filing an income tax is difficult for anyone, but to a business man it is doubly so. A garage man called to ask if he could deduct for the depreciation of his machinery and how much. He was able to make several other deductions by referring to the checklist in the book *Your Income Tax*, which he studied carefully.

A young man heard of a job in one of the large airplane factories, but applicants had to pass an aviation mechanic's test. He asked at the Library for help. After studying the *Aviation Mechanic*, he went to the cities to take his examination. He passed with flying colors. The job is his.

Then there was the man who built his own radio, another remodeled his own



house, and a third built a log cabin, a fourth made a canoe, all with the aid of books, pamphlets and pictures from the Library. These are only a few patrons who were paid dividends.

#### SERVICE TO THE ARMED FORCES

Chisholm boys in the army write home for information. Sometimes they write directly to the Library. A young man from Kodiak, Alaska, wanted the *Excavating Engineer*. It was sent to him air mail.

Across the Atlantic Ocean from the African desert came a request from a soldier for a French-English dictionary. His younger brother came to the Library for help—but we had none for sale. However, we were able to obtain two French grammars from a former student. Other young men wishing to qualify for the Interpreters School have asked for beginning grammars in Russian, Italian and Slav languages.

Another young man, anticipating desert service, asked us to purchase for him Lawrence's *Seven Pillars of Wisdom* in an inexpensive edition, but containing good plates. (This is a classical work on the desert.)

It is a pleasure to have the boys, so far from home, remember the Public Library and to ask for service.

And to the parents of the soldiers, the Library helped to solve many a Christmas problem by suggesting and ordering appropriate books for them. "Can you order a book for my boy? He would like *Flight Without Power* and I'd like him to get it for Christmas." The *Art of Walt Disney* was requested for a soldier in Australia. The *Rock Book* and *Star Book* were sent to a boy in New Zealand, to mention only a few.

#### WHAT THEY READ

In time of war, people read fewer books. This is not only inevitable but wholly desirable. People can't read while they are welding ships, making airplanes, training for a defense job, sewing and knitting for the Red Cross, attending Home Nursing and First Aid classes or replacing the household maid who has taken a defense job.

People read either to understand the war or they read to forget the war. The number

who read to forget the war were in the majority. Many felt like this housewife who said, "I'm tired of the war. I get it on the radio, in the magazines and in the newspapers. Now I want a good light love story."

#### *This Is Our War: Let's Read About It*

It is significant that the only type of book that shows an increase is the history class: books on World War II. The reason is that people are recognizing this as a new kind of war, growing out of old wars, old grievances, old injustices and discontents. They are giving more thought to their responsibility in guiding the course of the future because they see that such wars cannot be allowed to repeat themselves if there is to be any survival.

An insurance man wanted a list of books "that will help me to understand the background of this war. To get any good from the newspapers and radio commentators, I need to get at the bottom of things." He started his background reading with *The Background of War* which the War Department is using in its orientation courses.

"I expect the librarian to tell me what I should read in order to understand and keep up with today's events," said a busy business man. He went home with *Education for Death* by Ziemer and *The Moon Is Down* by Steinbeck. *They Were Expendable* and *Prelude to Victory* are on reserve for him.

#### *"I Have a Boy in Tulagi"*

A year ago, many of us weren't quite sure where New Guinea was. Today anyone can walk up to a map and put his fingers on a tiny town called Port Moresby. Books on geography have taken on a new significance. A global war has no national boundaries. It takes the boys from the Iron Ranges in Minnesota and hurries them to Australia, to India, to China, to Iceland.

A one-time school teacher said, "I want a geography and a good map. When I taught geography in school, I never once glanced at the little specks in the Pacific Ocean. Now I have a son in the battle of the Solomons. I want to know about that country."

And so a little known place like Tulagi,

or Corregidor or Bataan becomes the most important spot in the world to a wife, or mother or father or the folk back home. And they want to read up on the history and geography, the climate and the people of Australia, New Zealand, Africa, Greenland and the Philippines.

#### THE FOREIGN GROUPS

The foreign speaking groups borrow library books in their native tongue. A woman, with a grown-up family reads books in four languages—Swedish, Russian and English beside her native tongue, Finnish. In these foreign languages she reads everything. But her selection in the English language centers around biography, history—especially American and Medieval, economics, politics and government. As a hobby she studies books on palmistry and tea cup reading.

The Library is a great comfort to a wo-

man suffering for years from incurable insomnia. She has read every Finnish book three or four times (there are 393 Finnish titles in the Library).

The Citizenship classes use the Library for books on Citizenship, United States history and government, but no special effort has been made to reach them either as a group or as individuals.

#### *And Now It's the Young People*

Until now, in Chisholm, only the older generation read books in foreign languages. In 1942, a new note crept in. The students and young men in the service are beginning to awaken to the great opportunities after the war, to help with the reconstruction work in Europe and Asia. A number of young people in Chisholm are getting ready for the great opportunity and are demanding grammars, readers and dictionaries in foreign languages to help them qualify as interpreters and translators.

### *Looking Ahead*

Let us look ahead and plan for the future. The Chisholm Public Library, in common with other libraries, must establish new yardsticks of service in these desperately crucial times. Today, for a library to continue merely to stamp the books which the patron brings to the desk, to render the same desultory service as before Pearl Harbor is equivalent to fiddling while Rome burns. These are no ordinary times. We are at war.

This country is faced with the most gigantic information program in its history—civilian defense, price control, rationing, taxes, wage and salary control, manpower allocation, and all the other government regulations affecting our lives need informed workers to interpret and bring them to the attention of the people who need them. Total mobilization of civilian population means, in addition to air raid precautions, a mobilization of the brains of the people. They must realize the fact as Vice-President Wallace has said, "this is a people's war and in their hands lies the destiny of the world."

This means that the Library staff and the Library trustees must be one in the realization of the power and influence of books and Libraries.—From the Chisholm Public Library Report, 1942, by Frances Klune.

# Librarian Liberators

HELEN PARKER MUDGETT

*Instructor of History, University of Minnesota*

I chose this title partly because an alliterative phrase has a way of sticking to the memory — we cannot use too many devices to remind ourselves of the job librarians can and must do in these days, and in the days ahead. If, by my remarks this morning, I seem to be trying to tell you *how* to do your job, be comforted — or perhaps you'll get no comfort from it — by this: I started telling librarians what to do at the age of seven. I can still remember walking into our Sunday School and informing the Librarian that she must remove the Elsie Dinsmore books from the shelves; that they were bad for children. . . .

First, I want to pose a question. I do it in the words of one you know well, Archibald MacLeish. Doubtless many of you read this passage when it appeared in the *Saturday Review of Literature*. Now, you can read it, in its entirety, in *A Time to Act*. It can be read with profit many times.

The Nazis — the misled and ignorant boys, the frustrated generation which made up the Nazi rabble, which became the Nazi gang, which produced the Nazi "Order" — these Nazis perpetrated their obscene and spiteful acts because they knew, ignorant and disappointed and defeated as they were, that books are weapons and that a free man's books — such books as free men with a free man's pride can write — are weapons of such edge and weight and power that those who would destroy the world of freedom must first destroy the books that freedom fights with.

The question I should like to pose to you tonight — the question all of us who live with books, writers as well as booksellers, publishers as well as librarians, professors as well as public servants, must pose to ourselves — is this: Do we, for all our protestations — do we, for all our talk of books and all our labor with books and all our knowledge of books — do we recognize the power of books as truly as the Nazi mob which dumped them on the fire — do we truly and actually, in our lives as well as in our words, ascribe as great an influence to the books we write and publish and sell and catalogue and teach, as those who fear the free men's books enough to burn them?

For the moment, we'll leave this quotation — we'll come back to it again. There is a teaching device I want to use: I want

to give you the background ideas which direct the line of my remarks this morning. They are two:

1. We call ourselves free men, living in a free country. It's right and proper that we should do this.

2. We set down in the preamble to our Constitution that one of our objectives was "To promote the general welfare." We are unique in having stated this.

Yet, in these two things lies the nub of our problems, yesterday, today, and tomorrow. How reconcile the general welfare with freedom of action? How equate the individual's private welfare to the general welfare?

Let me give you an example. We shipped scrap iron (and oil) to Japan long after the informed knew that Japan was a threat to our happiness, perhaps to our dignity as a nation. Some said: we must halt the shipment of scrap iron and oil; some day, otherwise, men in the uniform of the United States will die from airplanes flown by American gasoline; from warships plated with American steel.

Others said: No. To interfere with the trade of citizens is contrary to American institutions and ideals.

A few put together statistics. They found that prohibiting the trade in scrap metal and steel would cost the steel industry, from top to bottom, one week's income out of a year.

Then we had our problem: could we ask a group of men to sacrifice the welfare of one week's income that the general welfare might be protected? Could we, by law, limit the freedom of one group that American men and boys should not some day die, partly because Japan was able to build stock piles and fill storage tanks with American materials?

This is not an easy kind of problem. It does no good falsely to call it easy. The man

who sees it easy may well be seeing the problem in part only, and probably only from the angle of his own interests.

John Dewey has said: "Unless freedom of action has intelligence and informed conviction back of it, its manifestation is almost sure to result in confusion and disorder." . . . Hence, the importance of all those whose jobs are concerned with the creation of informed convictions.

Let me move on. Whatever the few were saying, and had been saying for months and even years, the majority of the American people were taken by surprise on the morning the Japs raided Pearl Harbor.

This means one thing: the writers and makers of books; the newspaper and magazines; the teachers and librarians — all of us concerned with the making of informed convictions — had failed. We must not fail again.

We have two, some would say three, gigantic tasks. (If the first two are not solved, the third cannot be.) We have the short-run task of making a decent peace and exercising the rights and responsibilities of full membership in the community of nations. In this connection, there is an important book I should like to mention: Weinberg's *Manifest Destiny*. In it the author traces the historical development of our concept of ourselves in relation to the rest of the world. Approaching the contemporary period, he makes a statement to the effect that we fancy ourselves as a leader, without admitting that leaders must, by definition, have followers! That, rather, we think of leadership in terms of a star; that we, the United States, like to think of ourselves as remote and unassailable as a star. . . . But the Japs rained bombs on Pearl Harbor and blasted our men from Bataan and Wake Island.

Our second task is both short- and long-run. It is to inform our minds and spirits on the subject of race. An Asiatic has said that only the white man has a race problem. That is not good.

For help here we must turn to the anthro-

pologist, both physical and social. From the physical anthropologist we take some basic facts concerning non-functional race differences. We learn from him, for example, that men can plant and hoe and harvest equally well whether their hair be straight or crinkly, whether their skins be brown or white.

From the social anthropologist we take first and foremost the concept of *cultural difference*, not cultural superiority or inferiority. Unless we take this, we are unready for today; we cannot glimpse the dawn of a tomorrow.

Look at Ruth Benedict's *Patterns of Culture*. Read its first three and last two chapters. Look at Julius Lipps' *The Savage Hits Back*. Read the Scriptural writings of other peoples in Ballou's *Bible of the World*.

The day of white supremacy has gone. We must live in a world that recognizes the rights of other races. We want to learn how to live there well, and in peace.

If we do not accomplish these two tasks, there'll be no use in our trying the third: the improvement of the living standards of our own people. The wars of tomorrow which will surely come, if we fail again, will not allow us to promote the general welfare.\*

How can librarians help with these tasks? In these ways:

1. Never for a moment should librarians forget that they are priests and priestesses before the altar of civilization. . . . I have observed a sometimes painful humility about teachers and librarians. They tend to accept the judgment of a pecuniary-minded society that because their salaries are small, compared with returns from business and some of the professions, they are themselves small.

Don't do it. Don't accept an economic judgment. Walk with high heads and proud hearts. The tools of your trade are written words. With them, you help with the building of human consciousness, the most enduring of all edifices.

It was of this that Benét thought when he wrote in *The Burning of the Books*:

\*Between the time of speaking and the time of writing these words, our national affairs have taken a turn for the worse. The present threat of a terrible inflation would make the writer wish to change the emphasis: it is a tragic truth that if we allow our own affairs to run into the chaos of inflation, there will be little we can do for others; we, the strongest, richest nation, who would not help ourselves!



And you do well to try to shut my mouth  
For, while one little song of mine remains  
All that you hate and would destroy remains.

2. Never relax your own personal vigilance. You are responsible to the people of today; to people not yet born. You must see that your own opinions are *informed*. You dare not allow yourselves to become the victims of idle men with idle words. If you don't know the great books and lines of thought in the social sciences, get to know them. Get to know them, if you have to crawl on your knees to classes and lectures. Get to know them, if you have to add the hours of night to those of day.

3. Call your community your own, for whose mental health you are responsible. I come back to MacLeish again. He was talking here to booksellers. He might equally as well have been talking to librarians.

A man must know the books of his time as a scholar knows his titles and he must know the people of his town as a doctor knows his patients. He must know, in other words, what his people need to learn and what his writers have to teach them. And he must bring his people and his books together: not *sub specie aeternitatis* — not under the aspect of eternity — but under the aspect of the time we live in — under this fiery and darkening and yet hopeful sky.

4. Talk books, in season and out. Word-of-mouth publicity is the only publicity that counts.

5. Recommend books. Know the person and the book. If the book is hard-going, but worth the effort, tell the prospective reader so. There is a sound psychological principle here: try to increase his "feeling of personal worth" by letting him know he's about to take on a tough assignment. He'll expand — and come back for more — if he

knows he has a right to a sense of accomplishment.

6. Work out schemes for getting fiction readers to take non-fiction also.

7. Familiarize yourselves with the cheap editions — so many now and such an asset to American life — and tell readers where to get them. The book is the thing, not its cover. Use cheap-edition-advocacy as one way to divorce people from the idea that books are actually a part of interior decorating!

8. Try forming readers' clubs. Could you do better than start with the list of books that the Nazis have banned? Is there a surer road to the wellsprings of freedom than the book-roads that the Nazis tried to obliterate?

9. Work out posters, exhibits, slogans. What about this for a poster? It comes from a 1784 Almanac:

HE WHO DOES NOT READ  
Sees in the World  
ONLY  
Himself

10. Call on us at the University's Key Center of War Information. We'll do everything we can to help. Try our Reading for Wartime Bulletins. And our Special Bulletins. They may help you. Try our Speakers' Bureau. We are all working, with what skills we have, for the same end.

And one thing more is asked of you who stand before the altar of civilization — as it has been asked through all the ages of those who serve — it is asked that you stand there in prayer. "Words are weapons of such edge and weight and power" that those who wield them must wield them with prayer.

### War's Demands

The libraries and the librarians in Britain have taken on added burdens which are no part of library administration at all. They have become centers and officers for rationing administration, for food control, for the operation of local administration committees, acting as the central point round which a community can be (and is) reorganized and readjusted after the death and destruction brought by visiting bombing squadrons. Such duties are placed on the shoulders of libraries and librarians partly because of the already accepted positions which libraries hold in their communities, but also because in a national mobilization every person and every institution serves in every way in addition to their normal functions.—Charles R. Sanderson in his *59th Annual Report (1942) of the Toronto Public Library*.



# District Library Institute Meetings On War and Post War Issues

## ROCHESTER

An Institute meeting for librarians of southeastern Minnesota was held in the public library in Rochester, May 14th, which was attended by 13 trustees, 10 lay people, 1 college, 20 public and 11 school librarians, or a total of 55. Altogether 25 libraries were represented. The panel leaders were:

- Dr. G. P. Sheridan, *President, Rochester Public Library Board*
- Dr. Robert McEwen, *Librarian, Carleton College*
- I. E. Rosa, *Superintendent of Schools, Rochester*
- Vernon Gates, *Judge of District Court*
- Miss Barbara Wright, *Supervisor of Counselors, Minneapolis Public Schools*
- Miss Annette Myers, *Dietitian, Rochester Diet Kitchen*

## MORNING SESSION

Mrs. W. F. Braasch, Secretary, Rochester Public Library Board, presided over the morning session at which Lucille Gottry, Rochester public librarian; Natalie Krauch, Rochester high school librarian; Trueda Monson, Rochester children's librarian, and Gyla Caulfield, public librarian, Albert Lea, participated.

Miss Gottry's talk, "Planned Publicity for a War-Time Program," involved a discussion of publicity methods essential to libraries in promoting the war effort. She pointed out that, despite the decline in circulation, librarians are busier than ever because the volume of material is so much greater.

Miss Krauch spoke on "The Summer Reading Program: the Library's Part in the Prevention of Juvenile Delinquency." She suggested that programs desirable to further such aims would be supervised playgrounds and summer reading programs.

Miss Monson suggested the manner in which the program could be realized.

Miss Caulfield's subject was "Required Reading" in which she emphasized that books of a readable nature containing the information desired by the public should be chosen.

At a luncheon, Dr. G. B. Eusterman of the Mayo Clinic staff was the speaker, and greetings were brought by Paul Grossle, Rochester Mayor.

## AFTERNOON SESSION

Dr. G. P. Sheridan, president of the Rochester library board, presided at the afternoon session.

Dr. Robert McEwen, Carleton College librarian, was a guest speaker at this session. Outlining the traditional function of public libraries as providing reading for people with leisure and in more recent years, as providing reference material on specific, immediate facts in a host of fields. In a postwar world where there will be greater responsibility of the individual, one of the library services will be to provide information to keep the citizen properly informed, he said. "The traditional policy of the library to remain impartial must be preserved," he asserted. "At the same time, the library should become a propaganda agency for education itself. Particularly should libraries strengthen themselves in the fields of economics, international relations, political science and social psychology."

Mr. Rosa, in his discussion of "Social Aspects of a Postwar World," spoke of the studies of the National Resources Planning Board and similar organizations. He noted that "the educational institutions of the country will have a tremendous burden to carry because it is likely that many thousands of men will be given an opportunity to go back to school at government expense while still in uniform to keep them from the labor market." Other lines of action which he gave are: Public works, plans of industrial organizations, expansion of service agencies such as schools and hospitals; plans for security; industrial transformation from war to peace; plans for international policy after the war.

Education methods will be changing during the war as well as after it, according to Miss Wright speaking on "School Aspect of the Public Library." She cited the tremendous problem of readjustment involved fol-

lowing the war when people shift from defense to peacetime industries.

On the subject of "Juvenile Delinquency," Judge Gates stated that no one is responsible. He cited as contributors to the trend, basic character defects, broken homes, influence of bad individuals on groups of young people, some types of movies and literature, public indifference and emotional upsets brought about by the war.

The public must keep up its character-building agencies, higher idealism in homes must be maintained, and children should be urged to read the right kind of books, he said, in suggesting remedies.

Miss Mayer, speaking on "Nutrition," pointed out the important part the library must play in keeping the public well informed on nutrition, that people might better understand present and postwar feeding problems.

Dr. McEwen, discussing "International Aspects of the Postwar World," noted that libraries' concern is not so much in the detail of the blueprints but in participation in drawing the blueprints and in building the postwar world from them.

### HIBBING

Libraries on the Iron Range held an institute in Hibbing, May 20, 1943. There was a total registration of 319 from 24 communities. Present were 201 lay people, 80 trustees and 38 librarians. This meeting on War and Post-War Issues was sponsored jointly by the Range Library Trustees Association, the Arrowhead Library Association and the Range School Librarians Association. Speakers and panel leaders were:

- Gideon Seymour, *Editorial Editor, Minneapolis Star Journal*
- Dr. Roy E. Burt, *Chairman, Duluth Council of Churches for the establishment of a just and durable peace*
- Dr. Zaboř Harvalik, *Professor of Chemistry, Duluth State Teachers College* (Officer in the Czech army at the time of the Munich crises and Head of anti-gas measures for the Yugoslav government)

—Dr. Alfred Boyes, *Mining Engineer* (Major in the Royal Engineers now invalided out of service. He also held a British political post during the Iraq rebellion and was in Malaya before coming to the United States)

—W. P. Pan, *Mining Engineer, Oliver Mining Co.* (Mr. Pan was educated in China and the United States. He is a friend of the Soong family and Madame Chiang)

—Michael Walle, *Minnesota State Department of Conservation* (Mr. Walle's father was a physician who died in the recent occupation of Belgium)

—Wave Noggle, *Librarian, Virginia Junior College*

### AFTERNOON SESSION

The afternoon session was opened by the presiding Chairman, Mrs. C. A. Nickoloff of Hibbing, President of the Range Library Trustees, who introduced Mr. Seymour, the featured speaker at this session. Mr. Seymour in his talk\* laid the foundations for subsequent discussion.

### DINNER SESSION

Mr. A. C. Schirmer, President, Hibbing Library Board, was the presiding host who introduced Mrs. S. S. Blacklock, member of the Minnesota United Nations Committee. Mrs. Blacklock in her address stated that if this is a people's war then it should be a people's peace as well. She also stated that too many people were not interested enough in the peace that must follow the war while others had only vague ideas of what it should constitute.

### EVENING SESSION

This session was opened by Mr. S. S. Patchin, Superintendent of the Hibbing Public Schools, who introduced the panel discussion speakers. Upon completion of their 10-minute talks, the audience participated in the discussions.

Mr. Seymour, in his opening statement, said that the problems that confront the peacemakers are complex and the purpose of discussions was to establish fundamentals

\*As the general substance of his talk at this meeting largely parallels the one given at the Minneapolis Regional Institute, those interested should consult the June, 1943, number of *Minnesota Libraries*.

upon which a basis for peace could be arrived at.

Dr. Burt noted four principles in bringing about peace: (1) the law of consequence—that as we sow so shall we reap; (2) that the value of life is measured on what it does for humanity; (3) the principle of solidarity: what harms one nation harms all of them; and (4) the terms of peace must be practical and religious and racial prejudices must be eliminated.

Dr. Boyes followed Dr. Burt and contended that the nations must be organized in a world order, that nations must all have an equality of opportunity, that selfishness among nations must be avoided, and that nations discussing affairs in open session will gradually inculcate the democratic principles.

Dr. Harvalik, in his discussion, expressed the hope that the mistakes of the last world war peace would be avoided. He believed that those who represent us at the peace must not be indifferent and that Americans must tell their legislators what kind of a peace they want and to prepare now the framework for it.

W. P. Pan, speaking of the peace, said that the American people want a peace based on justice. He hoped that isolationists and their doctrines were forever ended. He asked that the submerged people of the world be given a fair deal.

Michael P. Walle, former resident of Belgium, in discussing causes of both world wars declared that while Hitler was the real cause of the present war, much of the responsibility must rest on the militaristic and German co-leaders. He urged that the American people prepare the framework of peace now in the interests of a just peace.

Mr. Noggle, the last speaker, pointed out that librarians wield a powerful influence in furnishing the materials and books which will educate the people as to what should constitute a just peace.

Mr. Seymour in his concluding remarks said that despite our impatience real progress has been made in encouraging people to dis-

cuss post-war and peace terms, that more progress has been made to date in that direction than during the first world war, and that the people and their deliberations will be the influence which will bring about a lasting peace.

### HENNEPIN COUNTY

An institute meeting was held in the Robinsdale Library, Saturday, May 22, 1943, which was attended by some thirty librarians, trustees and laymen from Hennepin County. The institute meeting was devoted to a discussion of the library in the war and its place in a post-war world. The panel leaders were:

- Harold Pedersen, *Hennepin County Agricultural Agent*
- Barbara Wright, *Counselor, Minneapolis Public Schools*
- Mrs. Helen Parker Mudgett, *Instructor of History, University of Minnesota*
- J. S. Jones, *Secretary, Minnesota State Farm Bureau*
- Helen Baird, *Assistant Librarian, Minneapolis Athenaeum*

Briefly summarized, Mr. Pedersen stressed the probable food shortage of the country and how greatly the country at large was dependent upon Victory gardens and gardeners.

Miss Wright discussed the school curriculum and pointed to the necessity for changes following the war.

Mrs. Mudgett made an inspiring address on "Librarian Liberators" which is published elsewhere in this issue.

Mr. Jones in his talk discussed his recent trips through Europe and this country and felt that a planned food program is essential and that the allotment of food sent abroad is one of the best ways to establish a friendly feeling toward the United States.

Miss Baird gave reviews of six current books dealing with the war which was followed by a general and informal discussion period.



## POUR PARLER

*Under this heading, which may be defined as informal discussion, a clearing house on library problems is being created, primarily for the benefit of those heading up small public libraries. This department will be oriented around queries raised by librarians in letters requesting information or guidance. Questions will be selected (and answers given) in relation to their general application to small libraries. Librarians are invited to address questions to this department for discussion and reply.*

### Unexpended Balances

*Question: Our library has been carrying a large, unexpended balance. My board feels it should save part of each year's appropriation and hold it for needed repairs to the building. I do not think this is a good thing. What do you recommend?*

The practice of accumulating unexpended balances is a dangerous one. Building them up over a period of time becomes a standing invitation to city councils to cut down the next year's appropriation or tax levy on the theory that the library is receiving more than it can use. Lowering the tax levy means less income for the library which, in turn, means inadequate service to the public. Recently one library was refused its annual appropriation of approximately \$1,800 until it had spent its accumulated balances totaling a similar amount. Consequently this library gained nothing, but lost the equivalent of a year's income for its community by hoarding its fund.

Every dollar appropriated or levied yearly for the library should be spent since that is the intent of the law in levying a certain tax annually for the *maintenance of library service*. As trustees, board members are entrusted with the responsibility of giving the community the best possible *service* and not with saving part of the income for repair of physical plant. Whenever a library building needs redecorating, a new lighting system, new floor covering or a new heating system, the board should go before the city council and ask for a *special* appropriation. The request is invariably approved because city fathers realize that public property deteriorates and requires periodic repairs. The library is not expected to defray them from its current

operating budget, nor is it expected to accumulate yearly balances in anticipation of them.

### Library Management and Attendance at Board Meetings

*Question: My library board does not allow me to attend board meetings or to select new books. They believe the board should run the library. . . . I would like your assistance in this matter. . . .*

Many librarians of small public libraries are faced with the same problem which does not lend itself easily to solution. In the early days of the library movement library boards felt it was necessary to retain library direction in their hands because so many librarians were untrained attendants. It was frequently essential for boards to select books and to manage the library. With the passing of years trustee management in varying degree has become a fixed policy in a number of libraries. But today library progress has outmoded those conditions which made board supervision desirable in the beginning. Accordingly library boards in the smaller communities will have to be reoriented to the trends of the time. The task is not easy; it will require patience and much tact.

We would suggest that you discuss the matter informally with the president or secretary of your board, or with one or two other board members with whom you are on especially friendly terms. These are a few things you might say to them:

*Today the general practice is for library boards to give their librarians, especially qualified librarians, a completely free hand. Boards should select the librarian with care and then, as a mark of confidence, they should delegate responsibility to the librarian*

*to manage the library, to select the books, and to organize book service for the community along approved professional lines. It is important that the librarian should be present at board meetings not only to report on library affairs but to advise and discuss with the board desirable measures to be taken when matters of policy are to be decided. Otherwise, the board is at a disadvantage and cannot benefit from the librarian's professional knowledge and experience.*

You might propose that the matter be frankly discussed at a board meeting and that you be given an opportunity to present your case which we will help you to prepare if you wish. You might propose also that the board communicate with the LIBRARY DIVISION for information on present-day librarian-trustee relationships and for our suggestions in connection therewith.

### **Gifts from Special Groups**

*Question: Is it advisable for our library to accept gratuitous books and subscriptions to publications offered by special interests or groups? The board would like an opinion.*

We would suggest that you bring to the board's attention "The Library's Bill of Rights."\* Many libraries are adopting this as their basic policy in the selection of materials for library use. In these times of confusion, "isms" and ideologies, library boards should define a basic policy in the purchase of books and periodicals and should establish also a sound policy in regard to the acceptance of gratuitous books or other donations.

Then if gifts or subscriptions are subsequently offered, the library will be in an

advantageous position to consider them on their merits and in relation to the policy set up. But in the absence of a policy there can be little consistency and much confusion. Special or organized groups — religious, political, racial — may wish to make donations which upon examination are only propaganda. If the library accepts donations from one such group, to be consistent, it would necessarily have to accept material from other groups too, and this regardless of merit, need, use, value, desirability or space. Hence the importance of a definite policy.

### **Allocating the Budget**

*Question: Can you inform me how to apportion our budget — how much should be spent for fiction books and for children's books?*

"The Standards for Public Libraries," adopted October, 1933, by the Council of the A.L.A., includes the following statement on the subject:

"The allotment of at least 55% of the total income for the salaries of the library staff (not including janitors, engineers, etc.), 25% for books, periodicals and binding, and 20% for all other expenditures is a fair standard. Local conditions involving the cost of building maintenance and other factors will inevitably affect the distribution."

The average small library will find this distribution of the budget generally satisfactory. In breaking down the book budget, general practice is to allow 30% of it for fiction, 40% for adult non-fiction, and 30% for children's books.

\*Published in *Library Notes & News*, September, 1939, p. 380.





## S A L M A G U N D I

### Library Law Changes

At the last session of the legislature two changes were made in the library law:

**LIBRARY BOARDS**—(Section 5663, Mason's Minnesota Statutes) The section as amended authorizes the council of any fourth-class city or village to provide for a library board of five members instead of nine as at present. Once the resolution or ordinance setting up the smaller board is adopted, two of the members first appointed hold office for one year, two for two years, and one for three years from the third Saturday of July following the appointment, and overlapping terms of successors are provided for. Libraries may obtain a copy of the revised section from the LIBRARY DIVISION.

**COUNTY LIBRARIES**—(Section 673, Paragraph 3, Mason's Minnesota Statutes) This section made it mandatory for a board of county commissioners to contract with an existing public library for the use of the library by all residents of the county. The amended law makes such a contract optional with the county board.

### Shipping Victory Books

Frequent requests have come to the LIBRARY DIVISION for advice or instruction on the disposal of books collected by libraries for the Victory Book Campaign.

All such books should be sent to the Minneapolis Public Library, 10th and Hennepin. Before shipping obtain from Ruth Rosholt, Campaign Chairman, gummed shipping labels. Also mail her a postcard notice at time shipment is made.

Librarians are urged to keep down all expenses this year, especially shipping expenses. Get free transportation to Minneapolis if possible. If trucking companies can pick up loads at their own convenience they may be willing to haul free of charge. If you have a large shipment and cannot get free transportation, advise Miss Rosholt. Very frequently she can make the necessary arrangements for free shipments from her end of the line.

### In Honor of F. K. Walter

On the evening of May 7, 1943, the Twin City Library Club and the Alumni Association of the University Library School gave a dinner in honor of Mr. Walter on the occasion of his retirement as University librarian. The dinner was held in Miss Esler's Tea Room at Young-Quinlan, and was attended by 226 librarians.

Talks were made by Carl Vitz, Clara Baldwin, Elizabeth Bond, Lura Hutchinson, Dean Theodore Blegen of the Graduate School and President Coffey of the University. The response was made by Mr. Walter. Miss Jean Smith presided as toastmistress.

### Personnel

Dr. Errett Weir McDiarmid, Assistant Director of the University of Illinois Library School, has been appointed librarian of the University of Minnesota, succeeding Mr. Frank K. Walter. Dr. McDiarmid attended Texas Christian where he received both his B.A. and M.A. degrees. He also received a B.S. in Library Science from Emory University and a Ph.D. from Chicago. From 1934-37 he was librarian of Baylor University and since 1937 has been on the staff of the Illinois Library School. Dr. McDiarmid is the author of *The Library Survey*.

Edith M. Brainard, librarian of the Itasca Junior College for the past two years, has resigned to accept the librarianship of Gustavus Adolphus College.

Helen Cerise has resigned her position as librarian of Pine Island to accept an appointment as cataloger of the Rochester Public Library.

Trueda Monson has been appointed children's librarian of the Rochester Public Library. She was formerly children's librarian of the Muscatine, Iowa, Public Library.

Ione Nelson, recently librarian of the Waseca County Library, was appointed reference librarian of the LIBRARY DIVISION last March. She succeeds Marie D. Peck, who resigned.

Mrs. Evelyn Bowen, formerly of Minnesota, but for the past few years a branch librarian in the Detroit Public Library system, has been appointed to succeed Miss Nelson at Waseca.

Emily L. Mayne of Osceola, Iowa, has been appointed librarian of the Martin County Library. Miss Mayne took her library work in the University of Minnesota and has an M.A. degree from the University of Iowa.

Margaret Hannigan, formerly a supervisor of the State-Wide WPA Library Project, has enlisted in the Marines.

Margaret Ludenia, also a former supervisor on the State Project, is now associated with the American Red Cross.

Wuanita Bell, acting librarian of the Bemidji State Teachers College the past year, has been appointed librarian succeeding Eileen Thornton, who has resigned.

Eleanor Herrman has been appointed branch supervisor in the St. Paul Public Library succeeding Mrs. Nancy Loehr, who has been given a leave of absence to join her husband, Lieut. Rodney Loehr, who is stationed in Washington, D. C.

Gena Bakken has been appointed reference librarian of the North Dakota Library Commission, Bismarck.

Miss Ena Oertli, B.A. North Central College, M.A. Ohio State University, and University of Illinois Library School student, has been appointed Head Cataloger of the James J. Hill Reference Library. Miss Oertli was formerly catalog reviser, Ohio State University Library.

### M. L. A.

In the absence of the annual conference in October, the election of officers for the State Association will be held by mail. Early in September ballots will be sent to all members of the M.L.A. Polls will be closed October 1 and the membership will be notified of the new officers by October 15. Mr. F. K. Walter is chairman of the nominating committee.

Librarians are urged to pay their dues at once to the Secretary, Marion Phillips, Walker Branch Library, 2901 Hennepin Ave., Minneapolis. Be sure to pay them in time to vote.

Election of officers of sections within the M.L.A. will be handled by each section as it sees fit.

### District Institutes

Three successful institutes on war and post-war issues have already been held in the state. Four more such meetings are scheduled for fall in Duluth, St. Cloud, Stillwater and Minneapolis. Dates and plans have not yet been made except for the Minneapolis institute which will be held on September 25.

### Newbery and Caldecott Awards

The outstanding American awards for children's literature this year went to Elizabeth Janet Gray and Virginia Lee Burton. Miss Gray received the Newbery Medal for her book, *Adam of the Road*. Viking, 2.00.

Miss Burton received the Caldecott Medal for *The Little House*. Houghton, 1.75.

Both awards are conferred annually. The Newbery Medal goes to the author of the preceding year's best contribution to American literature for children, while the Caldecott Medal is given to the artist responsible for the most distinguished picture book published in the United States during the same period.

### Children's Book Week

The theme for this, the 25th Annual Book Week, November 14-20, is *Build the Future with Books*. A manual and poster have been prepared for the occasion. Librarians desiring further information should write to Marie L. Twaddell, Book Week Headquarters, 62 W. 45th St., New York, N. Y.

### County Libraries

**Watonwan**—On March 1st the county library system officially got under way with the arrival of Mrs. Florence Wellhausen in St. James to organize service for the rural people. This is the second county in the state organized to operate solely under a county board of five members. Kanabec was the

first. Watonwan will receive approximately \$6,600 on the basis of a one mill tax.

*Martin*—This is the third county to be established under the jurisdiction of a county library board which was appointed the latter part of February. With the assumption of the librarian's duties by Miss Emily Mayne on April 26, the library began to operate officially. Martin County will receive between \$13,000-\$14,000 for library purposes. Headquarters will be in Fairmont, the county seat.

### New A. L. A. Officers

The A.L.A. inaugurated officers for 1943-44 in Chicago on July 7. Althea A. Warren, Librarian of the Los Angeles Public Library, became president and Carl Vitz, Minneapolis public librarian, became vice-president and president-elect. Other officers are Margery Doud, St. Louis Public Library, second vice-president, and Rudolph Gjelsness, Biblioteca Benjamin Franklin, Mexico City, treasurer.

### *Looking Over the Mail*

(Excerpts from letters received by Library Division from patrons requesting books.)

- "A yearning to probe the secrets of the great mysterious beautiful north woods has overcome me. Can you send, 'Come and Get It' by Edna Ferber?"
- "Dear Madam: Please send me five cents worth of art." Your very truly . . .
- "Dear Madam: I desire some literature bearing on the topic: the *Destination* of the Negro. Can you send me some material on this rather unusual topic?"
- "Please send me material about Minnesota as it was *before* the glacial period."
- "Dear Sir: Will you kindly send me material on the affirmative side of this question for debate: Resolved: that a woman is more eventual than a man? Please try." Yours truly . . .
- "I have chosen as my subject for an essay 'crowns of gold on heads of bone.' Please send me the material at once."
- "Have you anything on flour or milling in the form of a humorous recitation? Something in poetry, or a toast to liven up an essay?"
- "To the Librarian: Here the old man is back again wishing for some book to read; you have served me for so many year that I fully trust you to do the selection. This summer I have done very little reading, but now in the long winter evening I miss my book."
- "Dear Madam, am returning the book 'Inside Europe' and sure is thankful to you, it is just the information I have been looking for. It is a book that nead little studeing so I kepted it a long as I dare."

# BOOKS AND PAMPHLETS

## War Information In Books

Compiled by Agatha L. Klein

### On the War Front†

- Bates, H. E. *There's something in the air*, by Flying Officer X (pseud.). Knopf. \$2.00. 21 short stories of the men who fly the R.A.F. planes.
- Bennett, Lowell. *Assignment to nowhere*. Vanguard. \$2.75. Tells how the allies took North Africa.
- \*Cassidy, H. C. *Moscow dateline, 1941-1943*. Houghton. \$3.00. An eyewitness account of Russia's fight.
- Childers, J. S. *War eagles*. Appleton-Century. \$3.75. Informal account of the American Eagle Squadron at work and off duty.
- \*Curie, Eve. *Journey among warriors*. Doubleday. \$3.50. Intelligent, well-informed reporting of soldiers and civilians on the battlefronts in Africa, Russia and China.
- Ford, Corey. *Short cut to Tokyo*. Scribner. \$1.75. Story of our front in the Aleutians and picture of peoples and animals of pre-war times.
- Forester, C. S. *The ship*. Little. \$2.50. Story of a British light cruiser on an afternoon that its convoy bound for Malta is attacked by the Italian fleet.
- Haugland, Vern. *Letter from New Guinea*. Farrar. \$1.50. American correspondent tells his experiences during several weeks in the New Guinea jungle.
- \*Hersey, J. R. *Into the valley*. Knopf. \$2.00. Simple, moving account of a marine skirmish in Guadalcanal.
- Hilton, James. *Story of Dr. Wassell*. Little. \$1.50. True story of a navy doctor's care for wounded men.
- Hindus, Maurice. *Mother Russia*. Doubleday. \$3.00. Excellent story of the Russian people and their share in the war.
- Lawson, T. W. *Thirty seconds over Tokyo*. Random. \$2.00. Personal story of one of the pilots in the Doolittle bombing raid.
- Lee, Clark. *They call it Pacific*. Viking. \$3.00. Eyewitness story of our war against Japan from Bataan to the Solomons.
- Rickenbacker, E. V. *Seven came through*. Doubleday. \$1.50. 21 days on a raft in the Pacific.
- Saunders, H. S. G. *Combined operations*. Macmillan. \$2.00. Record of the Commandos' raids from June, 1940, through the North African invasion.
- Sheean, Vincent. *Between the thunder and the sun*. Random. \$3.00. Personalized account of the complex political struggles behind the battle front.
- Taylor, H. J. *Men in motion*. Doubleday. \$3.00. Brilliant reporting on French warfare.
- Tolischus, O. D. *Tokyo record*. Reynal. \$3.00. A report on political, diplomatic, economic and military developments in Japan in 1941 and the author's imprisonment for seven months following December 7th.
- Tregaskis, R. W. *Guadalcanal diary*. Random. \$2.50. A tale of the marines' jungle fighting and conquest of Henderson field.
- Voitekhov, B. I. *Last days of Sevastopol*. Knopf. \$2.50. Brilliant description of the siege of the city.
- Wason, Elizabeth. *Miracle in Hellas*. Macmillan. \$2.75. American woman reports the last days of free Greece and the Nazi occupation.
- \*White, W. L. *Queens die proudly*. Harcourt. \$2.50. Flying-Fortress-eye view of our turbulent Pacific battle fronts.
- \*Willkie, W. L. *One world*. Simon & Schus-

†All books listed were published in 1943 except where otherwise noted.

\*Starred titles are for first purchase.

ter. \$2.00. The account of Willkie's trip around the world by airplane.

Willoughby, Amedeo. *I was on Corregidor*. Harper. \$2.50. An American official's wife in the siege of Corregidor and escape by submarine.

Wolfert, Ira. *Battle for the Solomons*. Houghton. \$2.00. Continues the story of Guadalcanal where Tregaskis ended.

Wordell, M. T. *Wildcats over Casablanca*. Little. \$2.50. The amazing account of carrier-based aircraft supporting invading American troops at Casablanca.

#### Towards Better Understanding

Brenner, Anita. *Wind that swept Mexico*. Harper. \$3.75. Story and pictures of Mexico from its Revolution to the present day.

Buck, P. S. *What America means to me*. Day. \$2.00. Collection of speeches and articles dealing with the question of color prejudice facing America.

Clark, Evans, ed. *Wartime facts and post-war problems*. Twentieth Century Fund. 50c. A study and discussion manual on international problems.

Hamilton, T. J. *Appeasement's child*. Knopf. \$3.00. Conditions in Spain since 1939 and the democracies' policy of appeasement.

\*Lippmann, Walter. *U. S. foreign policy*. Little. \$1.50. Views on the foreign policy of U. S. and its effect on our future.

Motherwell, Hiram. *Peace we fight for*. Harper. \$3.00. Realistic picture of the kind of Europe we will have to deal with when Germany is beaten.

McWilliams, Carey. *Brothers under the skin*. Little. \$3.00. Discussion of the status of the non-white minorities in the U. S.

Maisel, A. Q. *Africa, facts and forecasts*. Duell. \$2.75. Informative, factual and readable account of the country.

Straight, M. W. *Make this the last war*. Harcourt. \$3.00. What we are fighting for, what we should be fighting for and our chances of making a better world when peace comes.

\*Whitaker, J. T. *We cannot escape history*.

Macmillan. \$2.75. Review of European history of the last 10 years.

#### On the Home Front

Allen, I. B. *Double-quick cooking for part-time homemakers*. Barrows. \$2.00. How to use your time, your food, your money to best advantage.

Burstein, Herbert. *Women in war*. Service publishing company. \$1.50. Training available and positions waiting in the armed services, industry and volunteer organizations.

Greenbie, M. L. *Art of living in wartime*. McGraw. \$2.50. Life in the home, at work and in social contact.

\*Gruenberg, S. M., ed. *Family in a world at war*. Harper, 1942. \$2.50. Articles by specialists on all problems of the family.

Hall, Helen. *Simplified home sewing*. Prentice-Hall. \$2.75. Complicated problems of sewing are simply explained for the home dressmaker.

Leighton, Ann. *While we are absent*. Little. \$2.50. An American wife and mother maintains her home courageously while her husband is in the Army.

Logan, Malcolm. *Home front digest*. Howell, Soskin, 1942. \$1.50. Good all-round approach on how everyone can fit into the war effort.

Pierce, A. L., ed. *Home canning for victory*. Barrows, 1942. \$1.50. Excellent directions for home canning, pickling, preserving and dehydrating.

Popular science monthly (periodical). *Auto owner's home service manual*. Grosset & Dunlap. \$1.98. Very useful and comprehensive.

Rauschenbush, Winifred. *How to dress in wartime*. Coward-McCann, 1942. \$2.00.

Tuomey, Douglas. *Home mechanic*. Macmillan. \$2.50. Short cuts to handy-man jobs.

Ware, C. F. *Consumer goes to war*. Funk & Wagnalls, 1942. \$2.00. Analysis of wartime rationing and price control with practical advice on how consumers can do their share.



## Pamphlet Sources

Compiled by Ione A. Nelson

American Academy of Political and Social Science, 3457 Walnut St., Philadelphia, Pa. Publishes: ANNALS, JAMES-PATTEN-ROWE and MONOGRAPH PAMPHLET SERIES. Prices vary.

The ANNALS is the regular bi-monthly publication of the Academy, each containing twenty to thirty articles on some important national or international problem. The JAMES-PATTEN-ROWE and MONOGRAPH SERIES deal also with political, social and industrial problems.

American Association for Adult Education, 525 W. 120th St., New York. Publishes: DISCUSSION DIGESTS (ea. .10), DEFENSE DIGESTS (ea. .10), MOVIE DISCUSSION GUIDES (ea. .10), and THEATERS OF WAR (ea. .15).

Both digest series are aids to discussion on war and post-war problems. Each has bibliographies of books and pamphlets and suggests radio programs and motion pictures. MOVIE DISCUSSION GUIDES are based on educational films. THEATERS OF WAR is a series of three pamphlets on India, Australia and Alaska.

American Council on Education, 744 Jackson Pl. N.W., Washington, D. C. Publishes: AMERICAN COUNCIL ON EDUCATION STUDIES and MISCELLANEOUS SERIES. Prices vary.

Publications are issued in the form of books and pamphlets. They cover educational issues of national significance and problems facing young people. The EDUCATION STUDIES are reports of the divisions and committees of the Council and special studies by staff members.

Commission to Study the Organization of Peace, 8 W. 40th St., New York. Publishes: REPORTS, PAMPHLETS and BULLETINS. Prices vary.

The three REPORTS are based on studies of the problems relating to peace. The PAMPHLETS are issued for the furtherance of popular education on these problems. The BULLETINS are devoted chiefly to documentary material. Included among future pub-

lications are a STUDY KIT on the United Nations and the Organizations of Peace, Winning the War on the Spiritual Front and a pamphlet on the aims of American labor in the war and peace to follow.

Common Council for American Unity, 222 4th Ave., New York. Prices vary.

Pamphlets are published by this council on inter-cultural and racial problems.

Foreign Policy Association, 22 E. 38th St., New York. Publishes: FOREIGN POLICY BULLETIN (yr. 3.00), FOREIGN POLICY REPORTS (ea. .25), HEADLINE BOOKS (ea. .25) and STUDY PACKETS (ea. .25).

FOREIGN POLICY BULLETIN is a weekly four-page analysis of outstanding happenings in the news. FOREIGN POLICY REPORTS are semi-monthly documented studies prepared by experts and cover questions relating to the war and post-war reconstruction. HEADLINE BOOKS are published bi-monthly, written in popular style, illustrated with maps and charts and contain ample background material on important problems of international relations. The STUDY PACKETS are based on the HEADLINE BOOKS and are designed for the assistance of group leaders.

Information Exchange, U. S. Office of Education, Washington, D. C.

A new loan packet on INTERCULTURAL EDUCATION is now available. Upon request a catalog of approximately 80 other titles of these loan packets will be sent. The packets are loaned for two weeks and franked labels are furnished for their return without payment of postage of packages weighing four pounds or less.

Institute of Pacific Relations, American Council, 129 E. 52d St., New York. Publishes: PAMPHLETS ON THE FAR EAST. Prices vary.

The Institute's publications include books and pamphlets on the Far Eastern problems and America's relation to them.

League of Nations Association, 8 W. 40th St., New York.

Prepares various publications in popular style which can be secured free of charge or at a small cost for quantities. The Association will be glad to advise on programs and to answer specific inquiries.

National Planning Association, 800 21st St. N.W., Washington, D. C. Publishes: *PLANNING PAMPHLETS*. ea. .25.

This pamphlet series presents the findings of NPA's studies based on post-war planning of other groups and on their own in agriculture, business, labor, and government when neither facts nor analyses are available from other sources.

National Resources Planning Board. Pamphlets for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. Prices vary.

The general policy underlying the Board's program and publications includes "the fullest possible development of human personality . . . the fullest possible development of the productive potential of all our resources, material and human . . . and an effective jural order of the world outlawing violence and imperialism."

Oxford University Press, 114 5th Ave., New York. Publishes: *OXFORD PAMPHLETS ON WORLD AFFAIRS*. ea. .10.

Publishes a "series of short accounts of current international topics written by expert historians, economists, lawyers and scientists."

Pan American Union, Constitution Ave. and C St. N.W., Washington, D. C. Prices vary.

The Union has various publications including the *BULLETIN OF THE PAN AMERICAN UNION*, *CLUB AND STUDY*, *CHILDREN'S*, and *FOREIGN TRADE SERIES*, which are all designed to promote peace, commerce and friendship between the countries of the Americas.

Post-War World Council. 112 E. 19th St., New York. ea. .10.

Publishes pamphlets on various aspects of the peace, particularly those dealing with the false theories of vengeance against whole peoples and the doctrine of a master race or nation.

Public Affairs Committee, 30 Rockefeller Plaza, New York. Publishes: *PUBLIC AFFAIRS PAMPHLETS*. ea. .10.

There are now 82 pamphlets in this series on post-war planning, war problems, economics, consumer problems, manpower, labor, health and nutrition, social welfare, minorities, youth and education, and government. The subscription prices are 70 pamphlets for \$5.00, 24 for \$2.00 and 12 for \$1.00.

Twentieth Century Fund, 330 W. 42d St., New York. Prices vary.

Issues pamphlets on post-war planning in the field of economics.

### Of Professional Interest

● *Post-war Standards for Public Libraries*, prepared by the A.L.A. Committee on Post-war Planning in collaboration with a group of consultants representing the National Resources Planning Board is now available for purchase at \$1.50 through the A.L.A., 520 N. Michigan Ave., Chicago.

● In May the new 2d edition of *Who's Who in Library Science* appeared. This edition like the first will be sold to libraries on a service basis. For the smallest libraries, \$4 is the minimum cost. It ranges up to \$14 for the largest. Copies may be obtained through

the H. W. Wilson Co., 950 University Ave., New York City.

● Several months ago *Bulletin No. 4, 1942* on public library statistics was issued by the U. S. Office of Education. It contains numerous charts and tables for public libraries throughout the country. It may be obtained from the Superintendent of Documents, Washington, D. C., for \$.20.

● Librarians anxious to obtain free and inexpensive materials for their war information centers should be sure to check the sources listed by Elizabeth G. Ferguson in her article

appearing on page 639 of the April, 1943, number of the *Wilson Library Bulletin*.

● A brief reading list in the form of a pamphlet entitled *Mobilizing Our Brain Power* has been published by the American Library Association, 520 N. Michigan Ave., Chicago. It is intended for wide distribution by libraries to the public and for use in connection with the current library institutes and post-war planning. Copies may be procured at quantity rates: 100 copies, 50c; 500, \$2.00; 1,000, \$3.50.

● Copies of the revised 1942 "Gold Star List of American Fiction" are available from the Syracuse, N. Y., Public Library at 35 cents per copy in cash or stamps. The new revision includes 1942 books. Altogether the List contains 630 titles. Selection for the List is based on the general demand for certain titles by fiction readers of this library. Brief annotations accompany each title.

● The LIBRARY DIVISION has a new type of Traveling Library available. It is a War Information Library consisting of 15 books. These libraries are designed to orient readers on problems of the war and post-war issues. Libraries wishing to borrow a collection should send twenty cents in postage to cover mailing costs. Requests will be filled in order received or filed until collections become available.

● *Public Libraries in the United States*, by Beatrice Sawyer Rossell, recently published by the A.L.A., is a book which fills a long-felt need for a simple statement of American librarianship that could be used to attract promising young men and women into the ranks of the profession.

● Libraries interested in publicity should write to Public Relations Division, American Library Association, 520 N. Michigan Ave., Chicago, and obtain free a copy of *Library Publicity Literature*, a review of selected books, pamphlets and articles on publicity.

● *John Cotton Dana*, A.L.A., 1943, \$2.75, is a biography of a great librarian. It describes the colorful career of a man whose interests and influence reached far beyond the world of librarians.

● *Short Cuts to Information* (H. W. Wilson, .25), by Zaidee Brown, is a 32 page pamphlet and a reprint of the appendix in the new 5th edition of her *Library Key: An Aid in Using Books*. It describes publications, available in most libraries, that enable the reader to find information about any book; to find the best books on a subject; to find pamphlets and magazine articles on a subject; to get recommended lists for children; and to find aids on library use.

### Our Faith

In our annual report of a year ago we presented a statement of our faith in the public library as the pivot of democracy. That faith remains. It can be restated by saying that if a community is permitted to think (and democracy rests its case on this) it must have books; and books mean libraries; and libraries, for most of us, mean public libraries. We still believe with full sincerity that the job of book provision for the fundamental purpose of making it possible for ourselves to think, to think with intellectual honesty, to think with informed minds, remains the primary job of public libraries—even in war time. Without this the rest becomes futility.—Charles R. Sanderson in his *59th Annual Report (1942) of the Toronto Public Library*.

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AUGUST 1943

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By Effie L. Power

AUGUST 1943

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